



# Camberwell High School

## Role Descriptions

**Leading Teacher/Educational Leadership (8 roles)**

**TENURE (4 YEARS) 2022 - 2025**

**Learning Specialist (4 roles)**

**TENURE (4 YEARS) 2022 - 2025**

**UPDATED: June 2021**

# LEADING TEACHERS- EDUCATIONAL LEADERSHIP 2022 - 2025

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## Context

The current Strategic Plan 2018 – 2021 will conclude this year and the school is undertaking a self-evaluation in preparation for review (Term3).

*The Leadership Team*, chaired by the Principal and consisting of all Leading Teachers and Assistant Principals meets 3-4 times per term to focus on developing the educational vision and the strategic direction for the school.

*The Strategic Learning Team* consists of all Leading Teachers and both Assistant Principals. The team meets 3-4 times per term and oversees the implementation of the strategic direction of the school.

*2022 Leading Teacher Structure:* 8 Leading Teachers with the following areas of responsibility in addition to their Educational Leadership role:

- Sub-School (2)
  - Junior Sub-school Leader -Years 7-9
  - Senior Sub-school Leaders - Years 10-12
- Teaching and Learning (4)
  - Languages and Humanities
  - Maths and Science
  - Health PE and Sport
  - Arts and Technology
- Learning Improvement (2)
  - Learning Community
  - Learning Growth, and School Organisation

In addition to the role descriptions provided, candidates are advised to read and familiarise themselves with the following document available on the school's website: *Vision for Learning*

## Leading Teacher Application Process

All Leading Teacher positions are advertised as Educational Leadership Roles. Candidates are invited to provide a written application for Educational Leadership. In applying it is expected that candidates are willing to be considered for a number of Leading Teacher roles. Candidates who are shortlisted for interview will be asked to nominate 2-3 preferences for areas of specific responsibility. Following the completion of the selection process, a determination will be made by the Principal as to the most suitable area of responsibility for each of the candidates.

## Leading Teacher Role and Responsibilities

As outlined in the Victorian Government Schools Agreement 2017

## Educational Leadership at Camberwell High School

### *Strategic Direction*

- Lead change proactively to ensure the implementation of key DET initiatives and the Camberwell High School Vision.
- Demonstrate a commitment to the school's Strategic Plan goals and priorities, and play an active role in the achievement of relevant goals
- Lead and manage the implementation of whole school improvement strategies
- Participate as active members of the Leadership Team and the Strategic Learning Team

### *Leading Learning*

- Lead a significant area of the school with a high degree of independence
- Model innovative teaching practice incorporating relevant technologies effectively
- Lead the school in pedagogy, curriculum and assessment
- Lead the development, implementation, delivery and evaluation of curriculum programs across the school
- Ensure that the curriculum is responsive to student needs and provides learning challenges for all
- Develop the capacity of all staff to use student data to differentiate learning, monitor growth and provide accurate assessment

### *Leading the Learning Community*

- Articulate the school vision and engage with the school community (students, staff, system, families and global community), ensuring it is fully informed about school programs and is provided with comprehensive information and regular updates
- Develop the skills and knowledge of teaching staff through the provision of appropriate professional learning
- Lead and manage staff performance and development
- Work collaboratively with key members of the Leadership Team to ensure that processes, including induction processes, are supportive and comprehensive
- Act as a mentor to graduate teachers and provide support to teachers new to the school
- Represent the school at events within and beyond the school community, including acting in the role of Principal team members as required

### **Key Selection Criteria**

**SC1** Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to lead and manage the implementation of school priorities, and the teaching of literacy and numeracy skills across the curriculum.

**SC2** Demonstrated ability to lead the planning and implementation of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth.

**SC3** Demonstrated exemplary ability to monitor and assess student learning at a class, cohort or whole-school level and use this data to lead improvement initiatives. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

**SC4** Demonstrated exemplary interpersonal and leadership skills. Demonstrated ability to lead collaborative relationships with students, colleagues, parents and the broader school community focused on student learning, agency, wellbeing and engagement.

**SC5** Demonstrated ability to model behaviours and attitudes consistent with Department values and support colleagues to adopt these behaviours and attitudes. Demonstrated ability to reflect upon their own, others and whole-school practice and contribute to the provision of whole-school professional learning.

## Sub-school Leadership (2)

- Sub-school Leader - Years 7-9
- Sub-school Leader - Years 10-12

### Sub School Leader

#### **Responsibilities**

Understand, lead and actively articulate the goals and targets of the Strategic Plan and advocate their implementation across the whole school community

#### *Leading Learning*

- Lead the sub school to ensure that all students including those with learning needs are supported in their learning to achieve optimal progress, successful transitions through school and access to appropriate pathways
- Actively promote student voice, agency and leadership to ascertain areas for improvement in student learning; develop and implement plans for action, and communicate these to the whole community
- Lead the development and implementation of the Camberwell High School Learner through active incorporation of the Learning Dispositions, the wellbeing framework and the celebration planner

#### *Leading Staff*

- Build the capacity of staff to ensure a positive learning environment for all, and to consistently implement school and DET policies and procedures
- Lead the staff in ensuring the full and consistent implementation of the school's Engagement and Wellbeing Policy (including Respectful Relationships expectations and Behaviour for Learning processes)
- Lead and develop the expertise of Student Learning Leaders / House Leaders in fulfilling their roles including in development of student agency and active student leadership
- Oversee the professional learning of mentors and lead their work in collaboration with the Learning Community Leader, in the implementation of student led conferences, learning portfolios, learning mentor conferencing, learning to learn and other key year level initiatives

#### *Leading the Community*

- Ensure Student Learning Leaders / House Leaders develop strong home-school partnerships through regular and effective communication with parents and guardians in regard to individual student progress
- Lead the provision of opportunities for parent and student data analysis and feedback at each year level and collaborate with the Learning Community Leader to ensure appropriate running of Information nights and Student Led Conferences
- In conjunction with Assistant Principals and other staff, assist with the planning of and participation in relevant school community events
- Build strong communication and school representation with feeder Primary and Network schools

#### *Managerial Leadership*

- Actively participate as a member of the Sub School team to develop and regularly review action plans relating to the relevant goals of the Strategic Plan
- Facilitate meetings with staff to ensure the consistent implementation of school policies and procedures
- Ensure that all relevant school policies and practices are documented, implemented and reviewed
- Liaise with regional school representatives on matters relevant to students
- Ensure the School complies with all requirements regarding internal and external studies and testing arrangements
- Oversee the enrolment, transition and exiting of all students
- Direct the work of the Educational Support staff to support students, parents and staff in the Sub School

## Teaching and Learning Team Leaders (TLTLs) (4)

- Languages and Humanities
- Maths and Science
- Health PE and Sport
- Arts and Technology

### **Responsibilities**

The Teaching and Learning Team Leaders work as a collaborative team to meet the goals and targets in the Strategic Plan.

#### *Leading Learning*

- Lead the implementation of the Strategic Learning Plan in collaboration with the Leadership Team
- Lead the Teaching and Learning Team in meeting specific AIP goals and targets, particularly those relating to teacher practice priorities
- Ensure the development, documentation, implementation, delivery and evaluation of teaching and learning priorities, including CHS pedagogical practice and the priorities of Data use and Language
- Lead the development and implementation of discipline based language strategies in collaboration with Language Learning Specialists and for Data with Learning Improvement Leaders (LILs). Assess the impact using student learning data.
- Develop and implement the CLT planner priorities for each term in consultation with LILs and Learning Specialists, ensuring professional learning is aligned. Evaluate the success of the PL through student data

#### *Leading Staff*

- Build the capacity, consistency of practice and collective efficacy of all members of the Teaching and Learning Team, including through the identification, collection and sharing of exemplary resources and work samples
- Optimise student learning outcomes through leading the allocation of teaching allotments in consultation with team members
- Ensure all resources are reviewed and updated (including Subject Guides and Subject Learning Plans) and there is consistency of practice, including use of learning tasks, assessment approaches and resource sharing with students
- Support teachers in their understanding of individual learning needs and ensure PL is provided for the building of capacity to respond to these needs through differentiated curriculum and pedagogy

#### *Leading the Community*

- Build understanding in the wider school community of the school's vision for learning and CHS Learner, including at Parent Information Evenings, through the Newsletter and other events
- Lead and represent the Teaching and Learning Team at relevant school events
- Represent the Leadership/Principal Team at school or externally as required
- Build strong networks and represent the school with Feeder Primary and Network schools and professional organisations

#### *Managerial Leadership*

- Provide managerial leadership through setting meeting agendas and timely communication
- Assume overall responsibility for budgets, resources and submissions for funding
- Ensure all documentation regarding teaching and learning programs is regularly reviewed and updated
- Direct the work of relevant Education Support Staff

## **Learning Improvement Leaders (LILs)**

- Learning Community Leader
- Learning Growth and School Organisational Leader

### **Responsibilities**

The Learning Improvement Leaders work as a collaborative team with the Learning Specialists to meet the goals and targets of the Strategic Plan and AIP.

#### *Leading Learning*

- Lead the implementation of actions from the Leadership Team and the Strategic Learning Team to meet the Strategic Plan
- Understand and articulate the goals of the Strategic Plan and advocate across the school community for improvement
- Promote the learning dispositions across all learning areas and continue to develop the associated resources, tools and assessment practices
- Promote the schools's focus on the Independent Learner, building understanding across the community (students, staff and families)

#### *Leading Staff*

- Develop and provide school-based high quality professional learning to build the capacity of teachers in the use of high impact learning and teaching strategies
- Develop and implement the consistent use of data for school improvement in line with Strategic Plan goals
- Develop and implement an effective approach to classroom observation and peer feedback
- Develop and implement an effective approach to student learning feedback, from student to teacher and from teacher to student
- Actively promote effective practices in the use of technologies to support learning and provide targeted PL to staff
- Promote shared accountability between colleagues, building a culture of professional responsibility in teams
- Identify and promote exemplary classroom teaching practice and actively encourage observations and sharing of resources

#### *Leading the Community*

- Build understanding in the wider school community through communication of the school's vision for learning including new developments (Launch)
- Communicate the school's vision for learning through documentation and presentations to staff, students and parents and invite feedback. Findings and recommendations to be shared through newsletters and newsfeeds

## Learning Community Leader

### Leading professional learning:

- In consultation with the Leadership Team, develop the school professional learning plan, and lead its implementation, evaluation and responsive design through the Professional Learning Committee
- Chair the Professional Learning Committee leading a high performing team and promote the value and importance of the team's work through regular reports to all staff
- Identify, plan and provide access to professional learning appropriate to individual needs
- Lead the development of the Performance and Development Process for teachers and Education Support Staff in collaboration with the Leadership Team
- Lead the induction of new staff and oversee VIT graduates
- Lead the implementation and embedding of Classroom Observation practices
- Lead the development, implementation and evaluation of whole school feedback model, in collaboration with Learning Growth Leader

### Leading independent learners:

- Lead, develop, implement, evaluate and refine the **Community of Learners Plan** in regard to independent learners, promoting the CHS Learner dispositions
- Lead the further development, documentation and implementation of a whole school plan to develop independent learners
- Build the capacity of all teachers to develop students as independent learners through professional learning on pedagogical practice
- Lead staff in the development, collection and implementation of models, tools and resources that develop independent learners

### Leading community (communications):

- Build community understanding of how the school is building independent learners, explaining the purpose and relationship of the various elements such as student led conferences, portfolios and Learning to Learn
- With the Sub-school Leaders, develop strong home-school partnerships to develop students as independent learners
- Further develop, implement, evaluate and refine the **Community of Learners** plan building connections with the wider community

### **Managerial Leadership – Learning Community Leader:**

Each of the Learning Improvement Leaders (2) has responsibility in partnership with the TLTLs and Sub-School Leaders for the implementation of significant aspects of learning and school organisation within the school community. The following are included for the **Learning Community Leader**:

- Ensure that all relevant school policies and practices are documented, implemented and reviewed
- Organise and publicise all community events including parent information evenings
- Ensure the Newsletter Planner is updated annually and all staff are aware of their responsibilities to communicate key aspects of the school's priorities
- In conjunction with Assistant Principals and other staff, assist with the planning of and participation in relevant school community events
- Oversee the organisation of student led conferences, including the preparation of mentors and students, and communication with parents, students and staff
- With the Sub-school Leaders, provide opportunities for parent and student feedback at each year level and ensure appropriate actions are implemented
- In collaboration with Learning Specialists ensure staff Professional Learning is included on the term planner

## Learning Growth and School Organisation Leader

- Lead the further development, implementation and evaluation of the school data plan, including data collection monitoring of patterns and trends and staff development
- Build understanding of how the school uses data and evidence to foster independent learners, to supply information at student led conferences and through student portfolios
- Build the capacity of all teachers to develop students as independent learners through professional learning on the use of student achievement data
- Lead staff in the development and implementation of data models, tools and resources to monitor, evaluate and identify student growth
- Lead the development and implementation of the whole school data and feedback model
- Lead the identification and implementation of a student tracking platform to support the development of Independent Learners and Self-Managed Learners
- Lead student ownership and use of student achievement data, NAPLAN and ACER PAT to evaluate learning growth and identify learning goals
- Proactively source high quality replacements for short-term, nonadvertised staff vacancies in consultation with the Principal class
- Lead the consultative process of the school particularly in regard to workforce planning and timetabling, chair the AIC, circulate the agenda, provide minutes and implement decisions
- Lead the review of rubrics
- Communicate the whole school approach to use of data and assessment with the school community through student assemblies, parent evenings and staff Professional Learning and newsletters and newsfeeds
- Update/refine and embed the whole school data plan and the assessment guide, ensuring documentation is current and communicated

### ***Managerial Leadership – Learning Growth and School Organisation Leader:***

Each of the Learning Improvement Leaders (2) has responsibility in partnership with the TLTLs and Sub-School Leaders for the implementation of significant aspects of learning and school organisation within the school community. The following are included for the **Learning Growth and School Organisation Leader**:

- Lead the subject selection process and build the timetable and staff allotments annually
- Lead the further professional development of staff to analyse student achievement data, identifying areas for improvement and develop and implement appropriate actions
- Direct the work of the Daily Organiser to best support students, staff and parents in planning for significant school events and daily staff absences
- Lead assessment and reporting across the school, managing the work of the Report Coordinator and ensuring timelines are prepared, monitored and met
- Provide timely updates and communication to students, staff and parents about upcoming assessment and reporting and explain how assessments should be used for student learning growth



## LEARNING SPECIALISTS 2022 - 2025

### **Context**

The current strategic plan 2018 – 2021 will conclude this year and the school is undertaking a self-evaluation in preparation for Review (Term3).

### **Leadership Context**

The leadership team of the school is structured as outlined below.

- *Principal and Assistant Principals (2)*
- *2022 Leading Teacher Structure: Eight* Leading Teachers with the following areas of responsibility in addition to their Educational Leadership role:
  - Sub-School (2)
    - Junior Sub-school Leader -Years 7-9
    - Senior Sub-school Leaders - Years 10-12
  - Teaching and Learning (4)
    - Languages and Humanities
    - Maths and Science
    - Health PE and Sport
    - Arts and Technology
  - Learning Improvement (2)
    - Learning Community
    - Learning Growth, and School Organisation

***Learning Specialists 2022 - 2025*** will be highly skilled classroom practitioners who spend the majority of their time in the classroom delivering high-quality teaching and learning and have a range of responsibilities related to their expertise, including observing and providing feedback to other teachers and facilitating school-based professional learning. Learning Specialists are expected to have deep knowledge and expertise in high quality teaching and learning that leads to improved achievement, engagement and wellbeing for students. The role of the Learning Specialist will be to model excellence in teaching and learning through demonstration lessons and, mentoring and coaching teachers in improving their skill, knowledge and effectiveness.

At Camberwell High School the twice weekly meetings for the learning areas are an important opportunity for Learning Specialists to provide targeted professional learning, provide models, resources and support to colleagues.

The major purpose of this role is to implement the school's goals as identified in the Strategic Plan. There is an expectation that Learning Specialists at CHS will have the ability to develop, lead and model the implementation of school wide strategies. Collecting, storing and sharing exemplary online resources for teachers to use is another key aspect of the role.

### **Learning Specialist Application Process:**

4 positions for Learning Specialists are advertised on recruitment online, each for a 4 year tenure. Candidates are invited to apply for the role of Learning Specialist:

- Learning needs
- STEAM and Launch
- Language and Literacy English/Humanities/Languages and Arts/Technology
- Language and Literacy Maths/Science and PE/Health

### **Learning Specialist Position responsibilities:**

- Be a highly skilled teacher, demonstrating high level expertise in teaching and learning
- Model exemplary practice through demonstration classes
- Attend 2 leadership team meetings per term to develop a shared view of effective teacher practice, provide expert advice and respond to emerging needs
- Ongoing collaboration with Learning Improvement Leaders to develop and deliver high quality Professional Learning to staff
- Support the implementation of whole school pedagogical practice in language and data through HITS within the Teaching and Learning Team ( TLT) structure
- Membership of Professional Learning Committee (PLC) recommended
- Provide evidence based feedback, coaching and mentoring support within TLTs and in classrooms to teachers in pedagogical practices that support student learning
- Play a key role in the provision of professional learning including observation and feedback on teacher practice and peer collaboration
- Provide professional learning about literacy and HITS including within TLTs and through demonstration classes
- Model exemplary use of tracking, collection and analysis of whole school data related to the implementation of the whole school pedagogical practice model to evaluate outcomes and growth trends.
- Collaboratively develop strategies and resources to respond to the emerging needs and requirements of the school and share evidence-based resources to support teachers across all subjects and all year levels
- Gather, store and promote exemplary student work as resources for teacher use

### **Effectiveness Measures:**

- Meet the relevant milestones and targets in the Strategic Plan and Annual Implementation Plan and the position responsibilities.
- Ensure the goals outlined in the annual Learning Specialist action plan are set and met

### **Selection Criteria:**

**SC1** Demonstrated expert knowledge of the relevant curriculum. Demonstrated ability to model exemplary teaching practice, including the teaching of literacy and numeracy skills across the curriculum, and implement school priorities.

**SC2** Demonstrated expertise in the implementation and modelling of high impact teaching strategies that respond to student learning needs. Demonstrated ability to support teachers to evaluate the impact of learning and teaching programs on student learning growth

**SC3** Demonstrated exemplary ability to model the monitoring and assessment of student learning. Demonstrated ability to support others in using data to inform teaching practice and to provide feedback on student learning growth and achievement to students and parents.

**SC4** Demonstrated exemplary interpersonal and communication skills. Demonstrated ability to engage in collaborative relationships with students, colleagues, parents and the broader school community to support student learning, agency, wellbeing and engagement.

**SC5** Demonstrated ability to model behaviours and attitudes consistent with Department values. Demonstrated ability to support others to reflect on their practice and facilitate school-based professional learning.

**SC6** Demonstrated capacity to work collaboratively with other leaders and teachers to implement evidence based learning strategies (including language/literacy) within the subject disciplines to improve student learning outcomes.

## Learning Specialist – Learning Needs

### **Responsibilities**

Be a highly skilled classroom practitioner who continues to spend the majority of their time in the classroom delivering high-quality teaching and learning and has a range of responsibilities related to their expertise as a Learning Needs Learning Specialist. The role requires high level knowledge of special needs education and the capacity to develop curriculum resources for the range of identified student needs. The role of the Learning Needs Specialist will be to model excellence in teaching and learning through resource development, demonstration lessons and, mentoring and coaching teachers in supporting students with special needs.

### *Leading Learning*

- Be an exemplary teacher, demonstrating high level expertise in special needs education
- Collaborate with the Sub schools to analyse student data to identify students who are assessed below expected levels
- Meet and collaborate with the Sub-School Learning Support team to identify funded and unfunded students with learning needs including language disorders and autism and coordinate support plans to meet their needs
- Work collaboratively with teachers in classes to identify needs and to develop strategies to respond to individual student needs
- Actively seek out suitable resources for students with special needs and demonstrate their use in classes with students

### *Leading Staff*

- Provide coaching and mentoring support regarding individual students within TLTs and in classrooms to teachers
- Provide professional learning about special needs, including whole staff PL, within TLTs and through demonstration classes
- Assist the Sub-School Learning Support Range 2 teachers to update existing SNRs and write new SNRs as required with information from the relevant Sub-school House Leaders or Student Learning Leaders
- Develop and model a range of resources and support teachers to develop and share exemplary subject specific resources
- Lead the development and maintenance of an online library of exemplary resources for special needs, encouraging teachers to create and share resources
- Provide PL to Integration Aides to support them in their roles with funded and unfunded students

### *Managerial Leadership*

- Be an active member of the Leadership Team, attending two meetings per term
- Actively liaise with sub schools regarding tracking of SNRs for students with special needs
- Attend Student Support Group (SSG) meetings for funded students and provide direction on learning programs
- Ongoing collaboration with Learning Community Leader to plan/deliver Professional Learning

### Effectiveness Measures

- Meet the relevant milestones and targets in the Strategic Plan and Annual Implementation Plan.
- Ensure the goals outlined in the annual Learning Specialist action plan are set and met.

## Learning Specialist: STEAM and Launch (Years 9 and 10)

### **Responsibilities**

Be a highly skilled classroom practitioner who continues to spend the majority of their time in the classroom delivering high quality teaching and learning, whilst leading the school's STEAM curriculum development focused on embedding the select entry Launch program and tertiary and industry mentoring within Futures and in Years 11 and 12

### *Leading Learning*

- Teach one or more classes of students in the Launch program at Years 9 and 10 and at least one class as a learning mentor
- Actively seek out, refine, develop and document the resources and opportunities for teachers and students relating to STEAM/cybersecurity and industry and mentor partnerships
- Membership of Professional Learning Committee (PLC) recommended
- Organise presentations, lead incursions and excursions in collaboration with the Pathways and Partnerships Liaison ESS
- Promote the program with students and the wider community and assist in the identification of students for the Year 9 and 10 Launch programs
- Collect and store exemplary models of student learning, and lead a celebratory event for each of Years 9 and 10 students each year to share student learning outcomes with the wider community
- Track, collect and analyse individual student and whole school data to evaluate outcomes and growth trends for Launch students

### *Leading Staff*

- Model excellence in STEAM teaching and learning through demonstration lessons and mentoring and coaching teachers in improving their skills, knowledge and effectiveness
- Work closely in liaison with the Teaching & Learning Team Leaders in the development and planning of Professional Learning days and Collaborative Learning Team meetings which deliver whole school focused professional learning promoting the CHS Learner dispositions generally and Launch specifically
- Schedule demonstration lessons and invite teachers in to classes
- Work closely as a team member with the Pathways and Partnerships and Careers team supporting Futures classes and sourcing opportunities for students with industry and tertiary partners, including relevant work placements
- Work closely with Launch teachers, ensuring subject guides are updated, meetings are organised and suggestions for improvement are brought to the Principal
- Ensure cybersecurity is retained as a focus and foundation courses are included in the curriculum at Year 10

### *Managerial Leadership*

- Be an active member of the Leadership Team, attending 2 meetings per term
- Actively liaise with Careers and Pathways and Partnerships, Educational Support Staff to manage excursions/incursions and their inclusion on the term planner
- Ongoing collaboration with Learning Community Leader to plan/deliver Professional Learning

### *Effectiveness Measures*

- Meet the relevant milestones and targets in the Strategic Plan and Annual Implementation Plan.
- Ensure the goals outlined in the annual Learning Specialist action plan are set and met.

## Learning Specialist:

- Language and Literacy: English/Humanities/LOTE and Arts/Technology
- Language and Literacy: Maths/Science/and PE/Health

### **Responsibilities**

Be a highly skilled classroom practitioner who continues to spend the majority of their time in the classroom delivering high quality teaching and learning, whilst actively contributing to the school's educational priority of language and literacy in the disciplines.

### *Leading Learning*

- Develop, lead and model the implementation of school wide pedagogical practice
- Demonstrate a deep knowledge and expertise in high quality teaching and learning that leads to improved achievement, engagement and wellbeing for students especially in their growth in writing
- Collaborate with the Learning Community Leader and Teaching and Learning Team Leaders to further develop and communicate the school's language/ literacy learning approaches to staff
- Membership of Professional Learning Committee (PLC) recommended
- Develop an annual plan of demonstration lessons that can be delivered by learning specialists and other experienced teachers that can be accessible by any teacher from any learning area
- Collect, store and develop an ongoing E-book of evidence based exemplary resources aligned to the Teaching and Learning cycle across all subjects and all year levels
- Assist with the tracking, collection and analysis of whole school data related to the implementation of the whole school model to evaluate outcomes and growth trends

### *Leading Staff*

- Model excellence in teaching and learning through demonstration lessons and mentoring and coaching teachers in improving their skills, knowledge and effectiveness as teachers
- Work closely in liaison with the Teaching & Learning Team Leaders and the Learning Community Leader in the development and planning of Professional Learning days and Collaborative Learning Team meetings which deliver whole school focused professional learning
- Implement the whole school approach to language and HITS within the Teaching and Learning Team structure and through demonstration lessons
- Provide coaching and mentor support as well as targeted professional learning, models and resources to assist colleagues in the use of pedagogical practices and literacy strategies that enhance student learning
- Observe and provide feedback to other teachers and facilitate targeted school-based professional learning to assist individuals
- Work with Range 2 teachers to encourage sharing of exemplary practice models for the use of other teachers

### *Managerial Leadership*

- Be an active member of the Leadership Team, attending 2 scheduled meetings per term
- Work closely with other Learning Specialists and participate in 2 scheduled meetings per term to collaboratively develop strategies and respond to the emerging needs and requirements of the school's educational priorities
- Ongoing collaboration with Learning Community Leader to plan/deliver Professional Learning

### *Effectiveness Measures*

- Meet the relevant milestones and targets in the Strategic Plan and Annual Implementation Plan
- Ensure the goals outlined in the annual Learning Specialist action plan are set and met.